

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Kelci O'Neill
What is the performance task for your unit?	The performance task for this unit is to create a online poster to display their knowledge of an endangered species, population decline, population challenges, and carrying capacity.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Glogster, Excel – both are required.
Lesson # in which students will create the performance task	Lesson 8

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Knowledge of how to use an internet browser	http://www.ehow.com/how_2301861_use-web-browser.html - Ehow of how to use a web browser	I really believe that they would have knowledge of this subject already, but I would take them to the computer lab or instruct them to navigate to a news article on their laptops.
Knowledge of how to make an outline.	http://www.eduplace.com/parents/resources/homework/reference/outline.html - Webpage about how to make an outline	I could have them make outlines for the lab reports that they would have already completed, so they would probably know how to do this already.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Basic Use of Glogster	http://www.youtube.com/watch?v=JlhCDKbAoIU - Youtube tutorial about how to create a glogster	I will have them watch this video and give them class time to try to get acquainted with glogster. They will also have to turn in a rough draft so that I can make sure they know what they are doing.
Knowledge of how to make a graph in excel	http://www.youtube.com/watch?v=8B8kFVNzlQ8 - Youtube tutorial about how to make a graph in excel from scratch	I would have the make graphs for lab reports already, so they should have prior knowledge of how to do that.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
How to make a bibliography	http://www.sciencebuddies.org/science-fair-projects/project_mla_format_examples.shtml - Article about how to make a bibliography	I would have them make bibliographies for their lab reports to support their discussion of the results.
Where to find Bibliography Resources	http://www.easybib.com/ - Online Bibliography maker	I would have them make bibliographies for their lab reports to support their discussion of the results.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
There is no converting./ exporting/rendering needed for a glogster. You just need a link to it because it is created all online.		

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
How to prepare a presentation	http://www.instigatorblog.com/how-do-you-prepare-for-presentations/2008/01/16/ -a blog post about how to prepare an oral presentation	I could have a discussion about what makes a presentation successful and how to prepare for it the week before they are due.
How do deliver an oral presentation	http://school.discoveryeducation.com/sciencefaircentral/Science-Fair-Presentations/How-to-Deliver-a-Good-Oral-Presentation.html - website about how to deliver an oral presentation for science students	I could have a discussion about what makes an oral presentation successful the week before they are due.